

State of Maine
Department of Education

Gifted and Talented Educational Program
Initial Application
2015-16

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to GT.DOE@maine.gov by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

1. Implementation. Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.

2. Costs; approval. Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

104.13 Program Approval: General Principles. Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

104.14 (Initial) Program Approval Application. The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

***Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.

School administrative unit name: MSAD 42

Name and title of person responsible for gifted and talented program: Elaine Boulier,

Superintendent of Schools

Phone number: 207-425-3771

Email address: eboulier@sad42.us

CERTIFICATION:

The statements made herein are correct to the best of my knowledge and belief.

Elaine Boulier
Superintendent Name (printed)


Superintendent Signature

Date application submitted to Maine DOE for review: 9-30-15

FOR INFORMATION CONTACT:
Jennifer Pooler
Maine Department of Education
(207) 624-6638

RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: 

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:



Date of Approval:

1/6/16

Initial Application

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification.

Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

Academic program philosophy:

PHILOSOPHY STATEMENT

SAD #42 believes that gifted and talented students have special needs which must be identified and serviced. Gifted and talented students have exceptional ability, aptitude, skill, or creativity in one or more of the following categories:

1. General Intellectual Ability as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in all academic areas
2. Specific Academic Aptitude as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in one or more academic area(s)

Gifted and talented students shall receive specialized instruction through appropriate programming which will ensure that they have the opportunities necessary to develop their individual abilities and sustain their growth as learners.

GENERAL PRINCIPLES

The Gifted and Talented Program in MSAD #42 is designed to serve students in grades Kindergarten through grade 12 and is based on the following educational principles:

- Gifted and talented children need to move at their own rate, regardless of chronological age or grade placement; therefore, academic subjects, including the fine arts, shall be taught to them in a manner that allows them to learn at their appropriate instructional level and at their own pace.
- Gifted and talented children need diversity in their educational experiences; therefore, diverse and appropriate learning experiences shall be offered through a variety of program models, instructional strategies and materials.
- Gifted and talented children need to be challenged to develop their abilities and potential; therefore, specialized curricula that are advanced, conceptually complex and carefully differentiated from regular curricula shall be provided in lieu of the regular curricula.
- Gifted and talented children's needs vary as they progress through the elementary

and secondary grades; instructional settings shall be appropriate to their changing needs.

- Highly gifted and talented children may need further modifications to their educational programs; therefore, appropriate adjustments or alternatives to their gifted and talented programs must be made.

We believe that approximately three to five percent of Maine's students excel or have the potential to excel, beyond their age peers in the regular school program. These students require differentiated educational experiences that are aligned with Maine's Learning Results in English/language arts, math, science, social studies, and visual and performing arts.

Arts program philosophy:

SAD #42 believes that gifted and talented students have special needs which must be identified and serviced. Gifted and talented students have exceptional ability, aptitude, skill, or creativity in one or more of the following categories:

1. General Intellectual Ability as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in all academic areas
2. Specific Academic Aptitude as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in one or more academic area(s)
3. Artistic Ability as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in the literary, performing, and/or visual arts

Gifted and talented students shall receive specialized instruction through appropriate programming which will ensure that they have the opportunities necessary to develop their individual abilities and sustain their growth as learners.

GENERAL PRINCIPLES

The Gifted and Talented Program in MSAD #42 is designed to serve students in grades Kindergarten through grade 12 and is based on the following educational principles:

- Gifted and talented children need to move at their own rate, regardless of chronological age or grade placement; therefore, academic subjects, including the fine arts, shall be taught to them in a manner that allows them to learn at their appropriate instructional level and at their own pace.

- Gifted and talented children need diversity in their educational experiences; therefore, diverse and appropriate learning experiences shall be offered through a variety of program models, instructional strategies and materials.
- Gifted and talented children need to be challenged to develop their abilities and potential; therefore, specialized curricula that are advanced, conceptually complex and carefully differentiated from regular curricula shall be provided in lieu of the regular curricula.
- Gifted and talented children's needs vary as they progress through the elementary and secondary grades; instructional settings shall be appropriate to their changing needs.
- Highly gifted and talented children may need further modifications to their educational programs; therefore, appropriate adjustments or alternatives to their gifted and talented programs must be made.

We believe that approximately three to five percent of Maine's students excel or have the potential to excel, beyond their age peers in the regular school program. These students require differentiated educational experiences that are aligned with Maine's Learning Results in English/language arts, math, science, social studies, and visual and performing arts.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

Academic program abstract:

Elementary Level

At the elementary level, K-8, the primary focus of teaching gifted and talented students is in-class instruction.

- K-2 –there is no formal identification process but individual needs are met through in-class differentiation, acceleration, grade level placement, and compacting the curriculum.
- 3-8 – identified student's needs are met through individual plans that incorporate services such as instruction within the classroom, acceleration, compacting the curriculum, grade level placement, and enrichment opportunities.

Identified students are given the opportunity to participate in the following enrichment programs:

- Grades 3 - 6

Enrichment

Identified students will be given the opportunity to participate in various enrichment programs/opportunities such as reading enrichment, math team, robotics, and science enrichment programs. MSAD 42 is actively looking for enrichment offerings that will enhance creative and critical thinking skills. Research shows that young students benefit from small group instruction and interaction.

In addition, MSAD 42 is a member of ARG T, Aroostook Regional Gifted and Talented Program. This is a regional program that provides multi-district programs throughout the academic school year. Identified students have the opportunity to participate in the following programs:

Grades 3 & 4

Visual Arts Day

Grades 5 & 6

Girls and Gifts (Science and Math focused)

Guys and Goals (Career focused)

Grades 7 & 8

Problem Solvers Workshop (Creative Thinking Skills)

Visual Arts Day

Students are also given the opportunity to participate in other regional opportunities that occur throughout the year.

Classroom teachers will create a challenging environment for the gifted and talented students in the district by differentiating the curriculum. The GT coordinator will work with classroom teachers to ensure that gifted and talented students are challenged in the classroom on a regular basis.

Secondary Level

At the secondary level, 9-12, the primary focus of teaching gifted and talented students is in-class instruction. Classroom teachers will create a challenging environment to meet the needs of the gifted and talented students in our district. Differentiation, parallel curriculum, independent study, advanced grade level placement, and honor challenges will be used in classrooms.

Central Aroostook High School will use the Tandberg system for gifted and talented classes as they become available. In addition, identified gifted and talented students are given the opportunity to participate in college level courses and dual credit classes through the University of Maine at Presque Isle.

ARG T, Aroostook Regional Gifted and Talented program is a regional program that provides multi-district programs throughout the academic school year. Identified students will have the opportunity to participate in various programs as they become available throughout the year. The programs range from Battle of the Books to

Meridian Stories.

Arts program abstract:

MSAD 42's gifted and talented program for visual and performing arts is designed to provide enrichment opportunities to explore and develop personal artistic potential. The program will emphasize the connections between content and student learning; place paramount importance on the ability to reason, solve problems, and create and communicate effectively through the arts; encourage students to learn from independent inquiry; and hope to instill in each student enthusiasm for lifelong learning and continuous growth in the arts.

Elementary Level

At the K-2 level, there is no formal identification process in place but individual needs are met through a differentiated visual and performing arts curriculum.

At the 3-6 level, MSAD #42 offers an Art and Music Enrichment program for students who demonstrate an above average ability, interest, and/or motivation in the visual or performing arts. All students are screened to ensure equal opportunity for all. Students selected into the enrichment programs will be offered small group instruction once a week in addition to their regular art and music class.

Performing Arts

Students in grades 2-6 participate in the Children's Stage Adventures each year. The one week residency takes place in the month of March and culminates with an evening community performance.

Students in grades 5 and 6 participate in an enrichment opportunity each December. They attend a production of a play at Christmas time.

Grade 3—Beginning Recorder

Identified students are involved in an enrichment pullout program that meets once weekly. Students learn the basics of recorder playing including technique, fingering, note reading, rhythm reading, and ensemble playing. Students will also begin to investigate musical improvisation.

Grade 4/5—Advanced Recorder

Identified students are involved in an enrichment pullout program that meets once weekly. This class is a continuation of the beginning recorder group. Students learn more advanced fingerings, technique, note reading, rhythm reading and ensemble playing. Several student performances are given during the year.

Grades 6—Percussion

Identified students are involved in an enrichment pullout program that meets once

weekly. Students learn various small percussion instruments including the cowbell, tambourine, hand drums and xylophones. Emphasis is placed on rhythm reading, note reading (tuned percussion only), dynamics, and improvisation. Students develop ensemble playing skills using a variety of pieces. Several performances are given during the year.

Grades 3-6: Vocal Solo Performances

Identified students are selected to perform a solo at the upcoming performance and are pulled out of class for in-depth rehearsal. The performance gives students who excel vocally an opportunity to practice and perform on a piece of music that is specifically chosen for their ability level. Participating students are selected based on their ability, interest, and level of motivation.

Students in grades 5 and 6 also have the opportunity to participate in a field trip to a symphony performance in Portland each spring.

Grades 4-6: Band Solo Performances

Identified students are selected to perform a solo at the upcoming performance and are pulled out of class for in-depth rehearsal. The performance gives students who excel on their instrument an opportunity to practice and perform on a piece of music that is specifically chosen for their ability level. Participating students are selected based on their ability, interest, and level of motivation.

Grades 7-12: Vocal Solo Performances

Identified students are selected to perform a solo at the upcoming performance and are pulled out of class for in-depth rehearsal. The performance gives students who excel vocally an opportunity to practice and perform on a piece of music that is specifically chosen for their ability level. Participating students are selected based on their ability, interest, and level of motivation.

Grades 7-12: Solo Band Performances

Identified students are selected to perform a solo at the upcoming performance and are pulled out of class for in-depth rehearsal. The performance gives students who excel on their instrument an opportunity to practice and perform on a piece of music that is specifically chosen for their ability level. Participating students are selected based on their ability, interest, and level of motivation.

Grades 7-12: Percussion Ensemble

Identified students will be involved in an enrichment program that meets once weekly. It is an enrichment opportunity for students who show above grade-level ability to participate in an ensemble that focuses on a different style of performance than what is received in regular band class. The music performed is highly challenging, and students must be self-motivated and have a very strong work ethic in order to achieve the ensemble's goals.

Visual Arts

Grades 3-6: Art Enrichment

Identified students will be involved in differentiated curriculum that strives to move their skills and learning forward. Identified students will also have the ability to participate in Wintergreen Arts Day.

Junior High / High School Level

At the 7-12 level, MSAD #42 primarily offers gifted and talented performing and visual art students a differentiated curriculum. Throughout the year, art and music teachers will create a challenging environment for the gifted and talented students in visual and performing arts. The GT coordinator will work with these teachers to ensure that identified students are serviced.

Grades 7-12: Art Enrichment

Identified students will be given the opportunity to participate in art enrichment activities as they become available either in the district or regionally.

Grades 9-12: Independent Study

Identified students are given the opportunity to design their own art programs based on their individual strengths and interests. Students discuss possible projects with the art teacher and work at their own pace in completing the activity.

The district does participate in other art and music enrichment opportunities that take place either at school or through regional offerings. Regional offerings include Wintergreen Arts Day, Visual Arts Day for elementary students, middle school students, and high school students. All students have an opportunity to participate, but only those students demonstrating an above average ability, interest, and/or motivation in the visual or performing arts take part.

Aroostook Regional Gifted and Talented offerings

The regional program provides opportunities for gifted and talented students in visual and performing arts throughout the academic school year. Identified students have the opportunity to participate in various classes that are held either in the fall or spring and involve students from all area schools. These classes give students opportunities to meet and work with their peers in a challenging new environment. Though our district does not offer a program in theater or dance, those courses are available through the regional offerings.

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

Academics:

Goals:

- Ensure that gifted and talented students receive the appropriate programming, instructing, and opportunities necessary to develop their abilities and sustain their growth as learners.
- Monitor gifted and talented students in the regular classroom to ensure students are sustaining

their growth as learners.

- Keep parents informed, involved, and up-to-date on activities, student progress, behavior and individual program goals.
- Ensure that the identification processes and procedures are fair and provide for the nomination and selection of all students who display gifts and/or talents without regard to social status, background, race, religion, age or gender.

Objectives:

Students will participate in various enrichment and regional opportunities

Activities:

ARGT regional opportunities, differentiated curriculum, dual credit coursework, UMPI college classes, APEX online classes

Arts:

Goals:

- Ensure that gifted and talented students are challenged according to their individual gifts/talents.
- Monitor gifted and talented students in the regular music and art classroom to ensure students are sustaining their growth as learners.
- Keep parents informed, involved, and up-to-date on activities, student progress, behavior and individual program goals.
- Coordinator will meet with gifted and talented students for evaluation purposes, emotional support, and future planning.
- Ensure that the identification processes and procedures are fair and provide for the nomination and selection of all students who display gifts and/or talents without regard to social status, background, race, religion, age or gender.

Objectives:

Students will participate in various enrichment and regional opportunities in visual arts as well as performing arts.

Activities:

ARGT regional opportunities, differentiated curriculum, music enrichment, various enrichment field trips (symphony, Christmas play), Children's Stage Adventures

4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures.

General Intellectual Ability/Academic Aptitude:

Screening:

SAD #42 will conduct an initial screening and, thereafter, an annual review of the K-12 school population to ensure that all students have an equal opportunity to be considered for selection and placement in the gifted and talented program. Once the initial screening has been completed, all grade screening will take place at grade levels where students transition from one educational level to the next. Instruments and procedures used in the identification process shall be nondiscriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex, or disability.

Screening procedures shall be appropriate to the developmental characteristics of elementary and secondary school students and to the abilities or aptitudes being identified. A minimum of three assessment methods for each of the three categories in which gifted and talented students are identified will be used. At least one will be objective and one will be selective. Information derived from any one of the selected screening methods will qualify a student for further consideration.

The screening procedure will include objective and subjective assessment tools selected from the following:

1. Objective Tools

- Individual intelligence, achievement, or aptitude tests
- Group intelligence, achievement, or aptitude tests
- Performance-based assessments such as the Developmental Reading Assessment (DRA), district writing assessments, Rigby Benchmark Reading Assessment, district math assessments, etc.

2. Subjective Tools

- Teacher referral based on an appropriate screening checklist
- Referral by parents, peers, or members of the community
- Self-referral
- Pupil products, performance, or record of past performance

Students in grades 3-8 and 11 are administered a State Standardized test each academic year. These objective scores will be used for screening purposes. Students scoring in the “exceeds” category will screen into the identification process the next academic year.

Students in grades 1-10 are administered the NWEA assessments in math, reading, and language. These objective scores will be used for screening purposes. Students scores are compared to normative data to determine who will screen into the identification process.

SAD #42 will provide teacher recommendation forms for classroom teachers (3-12) to fill out at any time during the school year for a possible referral. Middle School and High School students must be recommended by at least two teachers. Teacher recommendations must be accompanied by at least one objective screening tool before the student is screened into the identification process.

In addition, parent and student recommendation forms are available upon request. Students may apply and parents may recommend their children for consideration. Parent referrals and/or student applications must be accompanied by at least one objective screening tool before the student is screened into the identification process.

If a new student enters the district, the gifted and talented coordinator is notified and given a copy of the student’s records in order to begin screening. New students must

meet the same requirements as other potential gifted and talented students to be screened into the identification process.

Selection:

Annually, a team of at least three qualified professionals will select students for placement in the gifted and talented program. The decision must be unanimous for student acceptance into the program.

- A. The team shall include, but not be limited to, the following staff:
- An administrator
 - A teacher
 - Another individual, who may be a school employee or another person, who would aid the selection procedure, e.g., an artist for selection of students with artistic ability; a guidance counselor

SAD #42 has an elementary team as well as a secondary team. Both teams are comprised of the gifted and talented coordinator, two classroom teachers, and the building principal. The district superintendent, a licensed administrator, supervises the program.

- B. The responsibilities of this selection team are as follows:
- Review the information collected on students who have met the screening criteria
 - Collect additional information when appropriate
 - Select students for placement in the gifted and talented program based on an in-depth assessment of the collected information
 - Oversee the annual review of the selection process
 - Assure that the selection process is equitable

Placement:

Identified students shall be appropriately placed in a gifted and talented program. Once selected, the student and the student's parents will receive notification by mail. The teacher, gifted and talented coordinator and parent will meet to develop a plan to meet the student's needs. The process will:

1. Assure collaboration between the regular classroom teacher and gifted and talented program staff to develop the program that will be provided for selected students.
2. Notify the superintendent of the students selected for the program.
3. Provide the superintendent a description of the program(s) that will be provided.
4. Notify parents of the eligibility of their student for participation in the program, provide them with a description of the program and obtain written parental permission to place the student in the program.
5. Maintain records on each student's participation in the gifted and talented program.
6. Conduct an annual review of each student's program to evaluate appropriateness

of placement and instruction.

Artistic Ability:

Screening:

SAD #42 will conduct an initial screening and, thereafter, an annual review of the K-12 school population to ensure that all students have an equal opportunity to be considered for selection and placement in the gifted and talented program. Once the initial screening has been completed, all grade screening will take place at grade levels where students transition from one educational level to the next. Instruments and procedures used in the identification process shall be nondiscriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex, or disability.

Screening procedures shall be appropriate to the developmental characteristics of elementary and secondary school students and to the abilities or aptitudes being identified. A minimum of three measures will be used for the initial screening of gifted and talented students. Information derived from any **one** of the selected screening methods may qualify a student for further consideration.

For visual and performing arts ability, the initial screening procedure will include three measures chosen from the following:

1. Pupil products, such as auditions, portfolios, works-in-progress, performance
2. Pupil interview
3. Teacher referral
4. Referrals by professional artist(s) based on the analysis of student work
5. Self-referral
6. Referral by parents, peers, members of the community

If a new student enters the district, the gifted and talented coordinator is notified and given a copy of the student's records in order to begin screening. New students must meet the same requirements as other potential gifted and talented students to be screened into the identification process.

Selection:

Annually, a team of at least three qualified professionals will select students for placement in the gifted and talented program. The decision must be unanimous for student acceptance into the program.

- A. The team shall include, but not be limited to, the following staff:
 - An administrator
 - A classroom teacher
 - A teacher of the arts
 - Another individual, who may be a school employee or another person, who would aid the selection procedure, e.g., an artist/educator for selection of students with artistic ability

SAD #42 has an elementary team as well as a secondary team. Both teams are comprised of the gifted and talented coordinator, two classroom teachers, a teacher of the arts, and the building principal. The district superintendent, a licensed administrator, supervises the program.

B. The responsibilities of this selection team are as follows:

- Review the information collected on students who have met the screening criteria
- Collect additional information when appropriate
- Select students for placement in the gifted and talented program based on an in-depth assessment of the collected information
- Oversee the annual review of the selection process
- Assure that the selection process is equitable
- Establish a procedure for appeals
- Establish a procedure for exiting the program

Placement:

Identified students shall be appropriately placed in a gifted and talented program. Once selected, the student and the student's parents will receive notification by mail. The teacher, gifted and talented coordinator and parent will meet to develop a plan to meet the student's needs. The process will:

1. Assure collaboration between the regular classroom arts teacher, enrichment program staff, and the gifted and talented coordinator to develop the program that will be provided for selected students.
2. Notify the superintendent of the students selected for the program.
3. Provide the superintendent a description of the program(s) that will be provided.
4. Notify parents of the eligibility of their student for participation in the program, provide them with a description of the program and obtain written parental permission to place the student in the program.
5. Maintain records on each student's participation in the gifted and talented program.
6. Conduct an annual review of each student's program to evaluate appropriateness of placement and instruction

Process for transfer students:

If a new student enters the district, the gifted and talented coordinator is notified and given a copy of the student's records in order to begin screening. New students must meet the same requirements as other potential gifted and talented students to be screened into the identification process. A letter will be sent to the transfer student's parents if he/she meet the criteria for gifted and talented.

Exit Procedure:

Requests may be made to the superintendent or the gifted and talented coordinator for these purposes:

1. To reconsider the eligibility of a student to be selected for inclusion in the gifted and talented program.
2. To review the appropriate placement of a student within the program.
3. For removal of a student from the program.

If a student is released from the program (due to transfer, behavior, self or parent requests, and/or teacher/administration concerns), the superintendent and building principal (along with the guidance counselor if applicable) will be notified with a letter explaining the reason for the release. In addition, the teacher, gifted and talented coordinator and parent will meet to discuss the reason for the release. A letter will be sent to the student's parents to confirm the release.

Process for appeals:

If a parent wishes to appeal a decision, a meeting will be scheduled at the superintendent's office to discuss parental concerns and/or issues. The gifted and talented coordinator, teacher and building principal will also be in attendance. At the conclusion of the meeting, a letter articulating the findings of the meeting will be sent to the student's parents.

5. Provide a description of the staff development that takes place in order to implement the program(s).

Personnel shall participate in gifted and talented education training experiences appropriate to their program responsibilities and as required and approved by the Department, including, but not limited to, the Department-sponsored Gifted and Talented Summer Training Institute. Workshops, trainings, or other professional development opportunities in the area of gifted and talented education are made available to staff.

SAD #42 participates in regional programs working with area schools to enhance gifted services throughout the county. The coordinator attends the monthly regional meetings.

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.

Personnel employed in SAD #42's gifted and talented program shall be properly certified and endorsed and possess such other skills as are appropriate and necessary for the particular assignments within the program.

1. The program director, the superintendent, has overall administrative responsibility for the program and is a certified administrator.
2. Professional staff with teaching, coordinating or consulting responsibilities

for the program shall be certified and properly endorsed, teachers or administrators.

3. The primary providers of services to identified students are the classroom teachers who are properly certified.

4. Other personnel who assist with program activities or who work directly with gifted and talented students may be individuals classified as auxiliary personnel who have received prior approval from the Commissioner.

5. Personnel who are not employed as full or part-time employees of the school unit but who render instructional or consulting services may work in the capacity of independent contractors. These may include persons sponsored by the Maine Arts Commission in the visiting artist program.

6. The gifted and talented coordinator(s) serves as a resource consultant to the classroom teachers in terms of resources, materials, methods and strategies to meet the needs of our gifted and talented students.

7. The gifted and talented coordinator attends workshops and in-service activities pertaining to both the academic and artistic gifted and talented student, and in turn, shares the knowledge and information with the regular education classroom teachers.

8. The district participates in ARG (Aroostook Regional Gifted and Talented) to enhance the gifted and talented services throughout the county. The coordinator attends the monthly regional meetings.

Indicate the professional staff for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full-Time or Part-Time in GT
Elaine Boulier	NO	Administrator	K-12	PT
Natasha Brewer	Yes	Teacher	3-12	PT

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time in GT

7. Provide a description of the annual program self-evaluation process.

A program evaluation will be conducted annually to determine the effectiveness of the Gifted and Talented Program as measured by student academic progress within the gifted and talented instruction and progress toward the program goals. All teachers in the district, building principals, program coordinator, parents and students will assess the success and needs of the program.

The tools used to assess the program include, but are not limited to, student progress report, program progress report, student questionnaire, parent survey, building administrator and teacher survey.

The results from these measures are compiled, and the gifted and talented committees discuss the findings. Based on these evaluations, modifications will be made to ensure program effectiveness and to ensure that the needs of the students are met.

8. Provide a description of the costs to be incurred to implement the program(s).

Costs include gifted and talented salary, tuition fees for regional offerings, fees (including fuel and bus driver expense) for the GT music symphony trip, residency fee for Children's Stage Adventures, and supplies for enrichment opportunities both in-district and out of district. The Children's Stage Adventures is for GT students and takes place as part of the regular school day. The symphony trip is an opportunity for GT music students to see a symphony performance; it takes place during the regular school day.

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.)

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Elaine Boulier: co-chair	1644.30	
Natasha Brewer: partial salary— GT classes	3597	12,096.20
Subtotal	5241.30	12096.20

Elementary: Program name	Cost	Secondary: Program name	Cost
ARGT regional offerings	1500	ARGT regional offerings	2000
Subtotal	1500	Subtotal	2000

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
MEGAT workshop	250	MEGAT workshop	250
Subtotal	250	Subtotal	250

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	5241.30	12096.20
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	100	
B. Other Allowable Costs	3300	
C. Student Tuition	1500	2000
D. Staff Tuition/PD	250	250
Total	10391.30	14346.20